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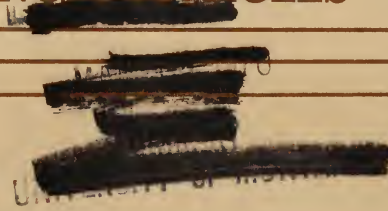
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Blind

OVERCOMING OBSTACLES



How children handicapped
in sight and hearing are being
educated in Montana

Printed by deaf boys in the Printing Department of the
Montana School for the Deaf and Blind at Great Falls

STATE DOCUMENTS

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"Who helps a child helps humanity with a distinctness, with an immediateness which no other help given to human creatures at any other stage of their human life can possibly give again."

—Phillips Brooks.

Overcoming Obstacles

A description of the services
rendered by the Montana School for the Deaf
and Blind at Great Falls

January 15, 1941



The Montana School for the Deaf and Blind

THE Montana School for the Deaf and Blind, under the supervision of the State Board of Education was originally one unit of the State Training School at Boulder. In 1935 a P. W. A. loan was granted and a new building was constructed in Great Falls at a cost of \$225,000. In 1937 the Legislature authorized the transfer of the school from Boulder to Great Falls.

The institution is divided into two separate educational units, as the handicaps of deafness and blindness have nothing in common. The Department for the Deaf now has an enrollment of 96 students. All instruction is carried out by means of lip reading and speech which constitutes the accepted method of teaching the deaf in American schools for the deaf. The sign language, a means of expressing oneself by means of gestures, using both hands; and finger spelling, by means of the American manual alphabet, which is comparable to writing in the air, are permitted on the playground and used when the deaf assemble in the auditorium and at social events.

In addition to the twelve regular school grades, instruction is given in woodworking, leather working and shoe repairing, printing and linotype operating for boys, and weaving, sewing and fancy work for the girls.

The regular academic work is carried on by especially trained teachers who are familiar with the physiology of speech, psychology of deafness and special methods and text books used in instructing the deaf. Not all the students enrolled are totally deaf, as the hard of hearing child who cannot progress in public schools because of deficient hearing, can be given special training at the State School. For the hard of hearing, electrical amplification instruments are used to aid in hearing and for the development of speech. A 6-A Audiometer is used for measuring residual hearing of deaf and hard of hearing pupils.

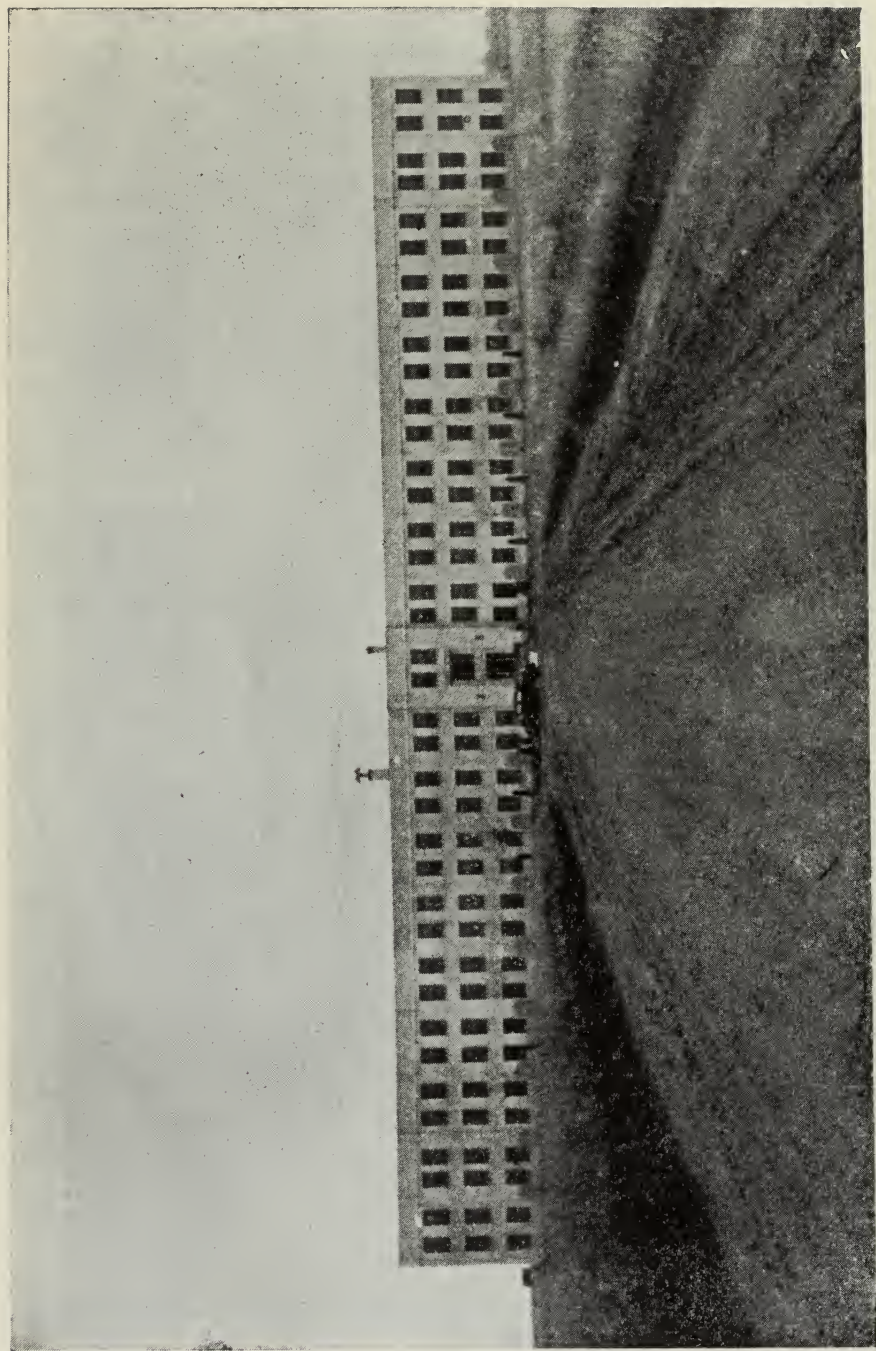
A large proportion of the graduates of the school find suitable jobs as printers, mechanics, laborers or employees in schools for the deaf. At present 5 graduates of the school are attending Gallaudet College, the only school for the higher education of the deaf, located in Washington, D. C. A number are also being trained under the direction of the State Department of Vocational Rehabilitation.

The School for the Blind, having a present enrollment of 21 pupils also gives instruction in each of the 12 grades. The use of braille is taught, and music is stressed. Such equipment as braille writers, constructed on the order of typewriters, are used for writing braille. The braille slate and stylus is also used, and the arithmetic slate as well as the talking book is a new development of invaluable aid to the blind. The talking book is on the order of a phonograph. Complete novels are recorded on records and each record plays for 18 minutes. In this way a blind person may 'read' by listening to recordings. Text books and braille materials are very expensive. Van Doren's Anthology of World Prose costs \$5.00 in print but \$75.00 in braille. Time magazine costs 65 cents in braille and the Readers' Digest sells for \$10.00 a year.

(Continued on page 13)



Inside these portals is a new vista for the blind and the deaf.



Classrooms, trade shops, kitchens, dining rooms, laundry, recreation rooms, dormitories, hospital, gymnasium, boiler room and staff quarters crowd this building.

The State Board of Education

Governor Sam C. Ford	President
Hon. Elizabeth Ireland	Secretary
Hon. John W. Bonner	Attorney General
Hon. William T. Boone	Missoula
Hon. C. D. Borton	Glasgow
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LOCAL EXECUTIVE BOARD

Hon. W. T. Cowan	President
Hon. Howard Stanley	Secretary
Hon. Wade George	Member

—0—

Staff Members and Classification of Duties

(January 1, 1941)

Administrative Department

Edwin G. Peterson, M. A.	President
Ingrid Nessel	Secretary

SCHOOL FOR THE DEAF

Primary Department (academic)

Jo Deeter Watts	Head Teacher
Waymah Brasell, B. A.	Teacher
Martha Campbell Larsen, B. E.	Teacher
Sadie Lillard	Teacher
Elizabeth Fruewald, M. A.	Teacher

Intermediate and Advanced Department (academic)

Howard Ammi Smith, B. A.	Head Teacher
Margaret Hilda Miller	Teacher
Earl E. Watts	Teacher
Sharon Cromeenes, B. A.	Teacher

Vocational Department

Fred J. Low	Woodworking
Clarence Altop	Leatherworking
Harold C. Larsen, B. A.	Printing
Margaret Hilda Miller	Domestic Science and Weaving
Nickolena Brones	Domestic Art

SCHOOL FOR THE BLIND**Academic Department**

P. W. Callahan, B. A.	Head Teacher
Cornelia Clack, B. A.	Teacher
Elsie Kirby	Teacher

Music Department

Mary Donnelly Callahan, B. M.	Instructor
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Vocational Department

P. W. Callahan, B. A.	General Shop
Elsie Kirby	Domestic Science, Weaving and Fancywork
Cornelia Clack, B. A.	Typewriting

Physical Training

Kenneth Clark	Athletic Director and Coach
(Courtesy Great Falls Board of Recreation)	

Librarians

Howard Smith, B. A.	Print Library
P. W. Callahan, B. A.	Braille Library

HOUSEHOLD DEPARTMENT

Margaret Lee	Assistant to the President
Fred J. Low	Head Supervisor of Boys
Sharon Cromeenes	Supervisor of Boys
Ivy Low	Boys' Housemother
E. Della McCormick	Boys' Housemother
Nickolena Brones	Girls' Housemother
Sarah O'Reilly	Girls' Housemother
Estelle Vincent	Relief Supervisor
Anna Spurzem	Cook
Maud V. Kierstead	Baker
Clarence Altop	Laundryman
Carrie Beckett	Laundry worker
Isabel Anderson	Dining Room Assistant
Helen Anderson	Kitchen Assistant
Virginia Kennison	Domestic

CARETAKERS

M. E. Howe	Engineer and Caretaker
Fred Bartelt	Assistant

MEDICAL DEPARTMENT

A. L. Gleason, M. D., F. A. C. P.	Physician
A. L. Weisgerber, M. D., F. A. C. S.	Ear, Eye, Nose, Throat
(Great Falls Clinic)	
J. E. Buehler, D. D. S.	Dentist
Esther Havnen, R. N.	Resident Nurse
(Assistant nurses, Courtesy Montana Deaconess Hospital)	

Faculty



Front row, left to right: Elizabeth Fruewald, Cornelia Clack, Jo Deeter Watts, Edwin G. Peterson, P. W. Callahan, Howard A. Smith, Fred J. Low. Back row: Harold C. Larsen, Clarence E. Altop, Nickolena Brones, Mary Callahan, Martha C. Larsen, Elsie Kirby, Waymah Brasell, Sadie Lillard, Hilda Miller, Sharon Cromeenes, Earl Watts.

Housemothers



Left to right: Miss Nickolena Brones, Mrs. E. D. McCormick, Mrs. Sara O'Reilly and Mrs. Ivy Low.

"Forty years of faithful service."

The School in Great Falls

THE enrollment for the school for the Deaf and Blind in Great Falls is 118 pupils of which 22 are in the blind department and 96 in the department for the deaf. The present building is now filled to capacity and additional students are not being accepted until withdrawals or graduation creates additional vacancies. There is urgent need for an additional building to be used exclusively for the blind.

The blind and deaf do not mingle together readily as the deaf child cannot hear what the blind child is saying and the blind cannot play with the deaf child. The difference between the handicap of deafness and blindness is most extreme, and all educational, recreational, and social activities are unique to each group. A request for a new building was made of the 1939 Legislature but the measure was reported unfavorably by the Appropriation Committee because of lack of funds. A new building is most urgently required to provide more adequate space for the growth of the student population and it is sincerely hoped that an additional building may be provided in the near future.

There is also an urgent need for equipment, both for recreation and education, for more complete medical care, and for better dormitory accommodations.

Many schools in other states have been fortunate to obtain private endowments to supplement state aid.

The school for the deaf and blind offers without charge to any resident of the state an academic and vocational education, and visitors are admitted on any school day to see the students at work.

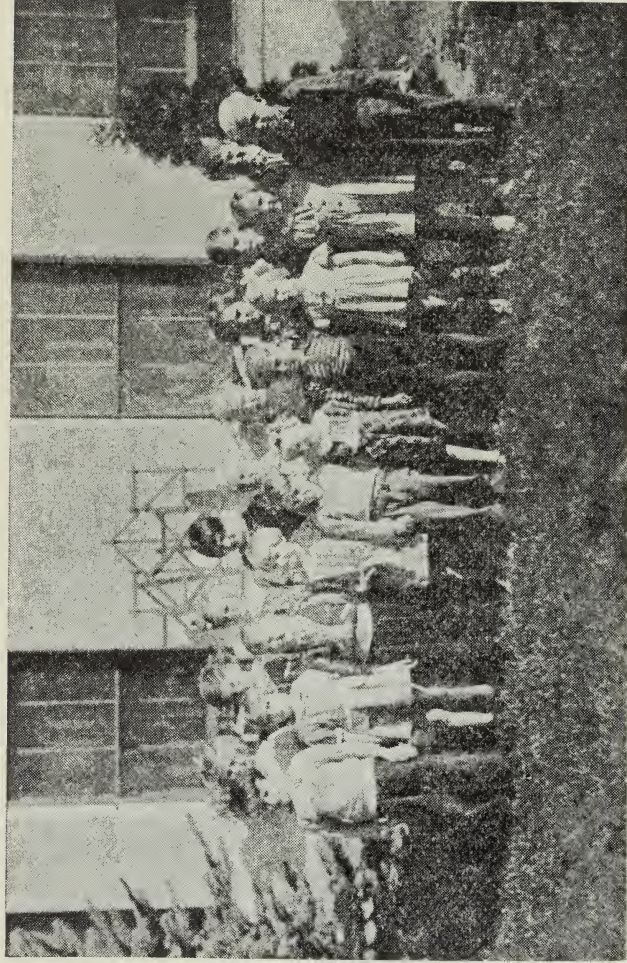




"Proposed new building for the blind."

Shanley and Van Teyfingen, Architects.

Beginning Pupils, 1940-41



Front row, left to right: Gerald Warner, Billings; Lorraine Leistiko, Nashua; Herbert Dormady, Fairfield; Amelia Dalke, Fallon; Teddy Cunningham, Hinsdale; Cecila Schaff, Ryegate; Robert Tredway, Great Falls; Carol Corcoran, Ryegate; Beverly Hippe, Medicine Lake; James Palmer, Landusky. Back row, left to right: Colene Gould, Monarch; Leore Kanning, Flaxville; Ingeborg Nerhus, Billings; Garce Nordwick, Poplar; Homer Thexton, Ennis; John Stephens, Lewistown; Charlotte Junior, Futtle; Dale Sheldon, Conrad; Phillip Trumbo, Jordan.

(Continued from page 4)

Pupils who have some visual acuity, but who are too handicapped to use regular school materials, are eligible to attend the sight saving department of the school. Here text books in large type are used; typewriters with large print are available, and eyestrain is reduced to a minimum.

Vocational work for the blind boys includes piano tuning, making rubber mats, reed and basketry and repairing radios and phonographs. The girls are taught weaving, sewing and fancy work. Graduates of the school sometimes attend the regular colleges and universities, their success depending largely on whether arrangements can be made for 'readers' to help them study.

Both the deaf and blind, regardless of their handicap, take active interest in athletics. The deaf boys have a basketball team which competes successfully against normal students. A regular schedule is followed and coaching is provided by the Great Falls Recreation Association. Baseball, football, badminton and other games appeal to the boys. The interests of the blind lean toward apparatus work in which they excel.

The school orchestra furnishes music for the dances and the harmonica band, a new development this year, is intriguing to the younger students. Boy Scout and Girl Scout troops are organized among the students and a Stamp Club is one of the finest hobbies for the deaf.

The school itself is situated in Great Falls. The one building is 300 feet long and 50 feet wide. In it pupils spend 9 months of every year. In addition to dormitories and a small hospital clinic, there are classrooms, vocational shops, libraries (one print for the deaf and one braille for the blind) recreation rooms, gymnasium, dining rooms and kitchens, laundry, sewing rooms and boiler room. The building is constructed of reinforced concrete and is three stores in height. Although it is comparatively new, the school is already overcrowded. A waiting list of 18 pupils is now established and as only 38 counties of the state are represented, the potential student population is much greater. A Bill introduced in the 1937 Session of the Legislature for additional building was reported unfavorably out of Committee.

In every sense of the word, the institution is a school. No pupil is admitted except for educational purposes and those whose handicap includes mental deficiency are not enrolled. The school is in operation during the regular school term and is operated as a boarding school as pupils come from all sections of the state. All the regular holidays are observed and classification of students is according to grade. Report cards are sent to parents regularly and each pupil writes home once a week. During the summer the school is closed.

One of the activities of the school, in which all students participate is the publication of a school magazine called the **Rocky Mountain Leader**. This is printed monthly by the boys in the printing shop. It contains news of interest to pupils and parents and contains short essays and topics written by pupils.

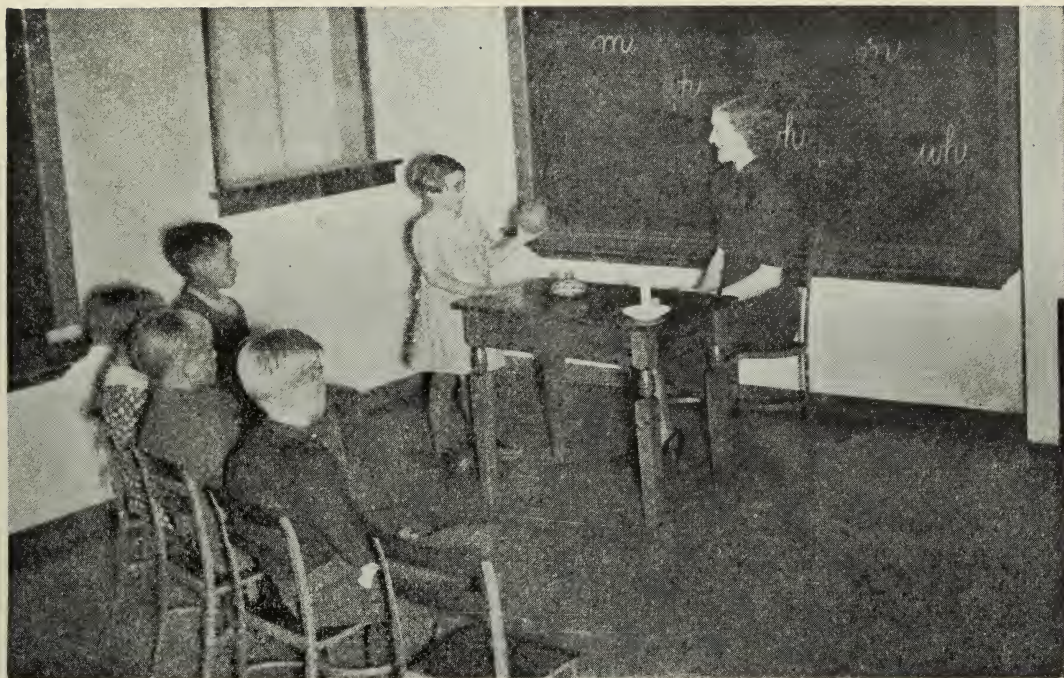
Each eligible pupil is entitled to 10 years of instruction without cost. The only expenses chargeable to parents or counties where children reside are for clothing, transportation, incidental expenses and extensive medical and surgical services. One of the fundamental tenets of our American democracy is that each child shall be entitled to a free elementary education. The State of Montana provides this, even for her handicapped children.

The Deaf Child

WHEN special schools for the deaf were first organized, only totally deaf students were admitted. However, during the past few years, children whose progress in the public schools is retarded because of impaired hearing have been permitted to attend for the benefit they receive in speech and lip reading and vocational training. This makes both the hard-of-hearing and the totally deaf eligible for attendance. About 35 per cent of the students in the deaf department are born deaf or lose their hearing before their speech habits are developed. Others lose their hearing, some gradually, and some suddenly, from causes such as spinal meningitis, scarlet fever, measles, mastoid, ear abscess, whooping cough, and other illnesses. Thus in an average class of ten students, three may have been born deaf, two may have lost their hearing between the ages of six and ten, three may be gradually losing their hearing and two may have attended public schools for several years and may have fairly good speech but defective hearing.

All classes at the school are conducted by means of lip reading and speech. That is to say the teacher uses speech constantly and the children are taught to read the lips and to respond orally. The sign language is a means of communication used by the deaf. It is used for chapel programs, entertainments, and for casual communication outside of school. Finger spelling when used by the deaf is a system of spelling out with one hand the letter and words that make up sentences. The term "deaf and dumb" is no longer in good usage; and while "deaf-mute" is acceptable, the totally deaf are usually known as the "deaf" and the partially deficient in hearing are known as "hard-of-hearing." Children born deaf are known as congenitally deaf and those who become deaf are known as adventitiously deaf.





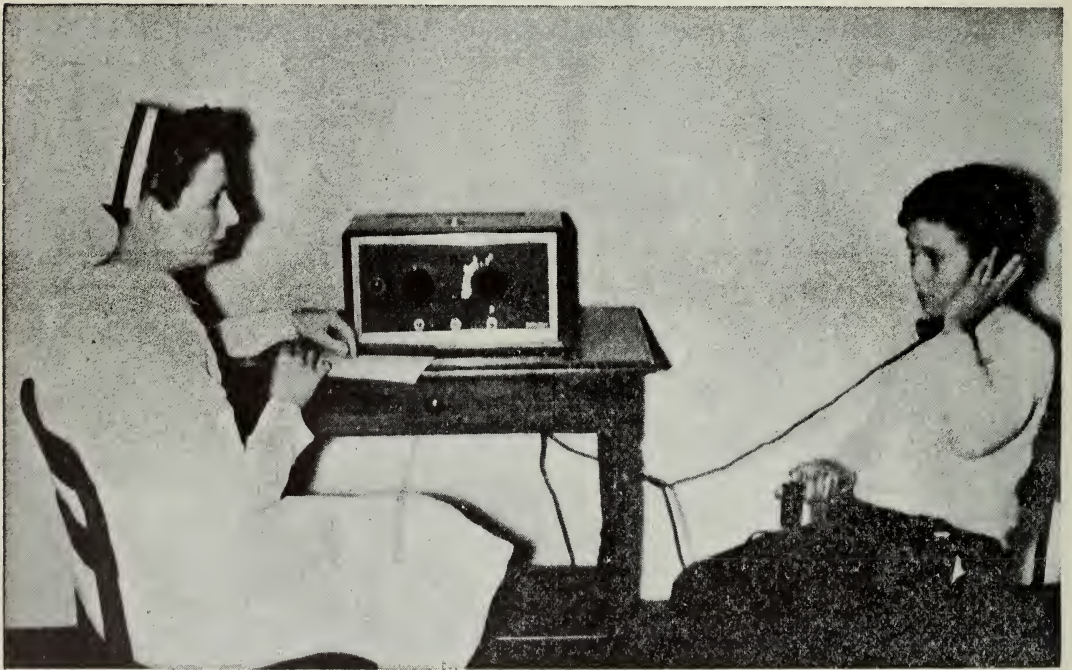
Small deaf children learning to recognize names of objects by lip reading.



Class of deaf pupils using electrical group hearing aid.



Class in general science conducted by means of speech and lip reading.



School nurse measuring hearing loss with audiometer.

Equipment for Teaching the Deaf

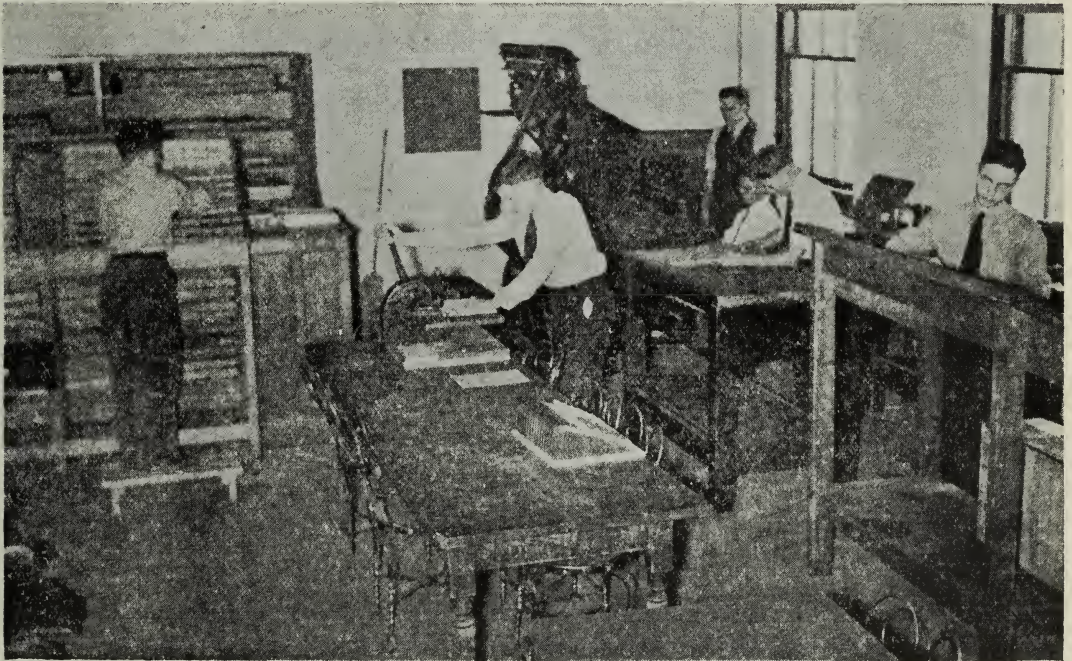
INDIVIDUAL hearing aids have not been developed to the degree of perfection where they are satisfactory for classroom use. However, group instruments with as many as ten or twelve outlets for receivers are used in nearly all schools. A unit of this equipment costs about \$500. Our school owns one unit, and we should have several more to give each child an opportunity to benefit from this scientific equipment.

Special charts of speech elements, and text books of speech and lip reading are used in addition to ordinary text books. The piano is used in the teaching of rhythm which aids materially in the development of good speech.

In order to insure success in teaching, classes must be limited to a few students in order that much individual attention may be given. Each word the deaf student learns to say must be repeatedly practiced until it is thoroughly mastered.

Special education requires teachers that are highly trained. The educational costs at the School for the Deaf and Blind last fiscal year were nearly \$28,000. out of a budget of \$57,000. We employ 18 teachers, and there are 14 other employees.

In addition to special classroom equipment there is vocational training machinery described elsewhere.



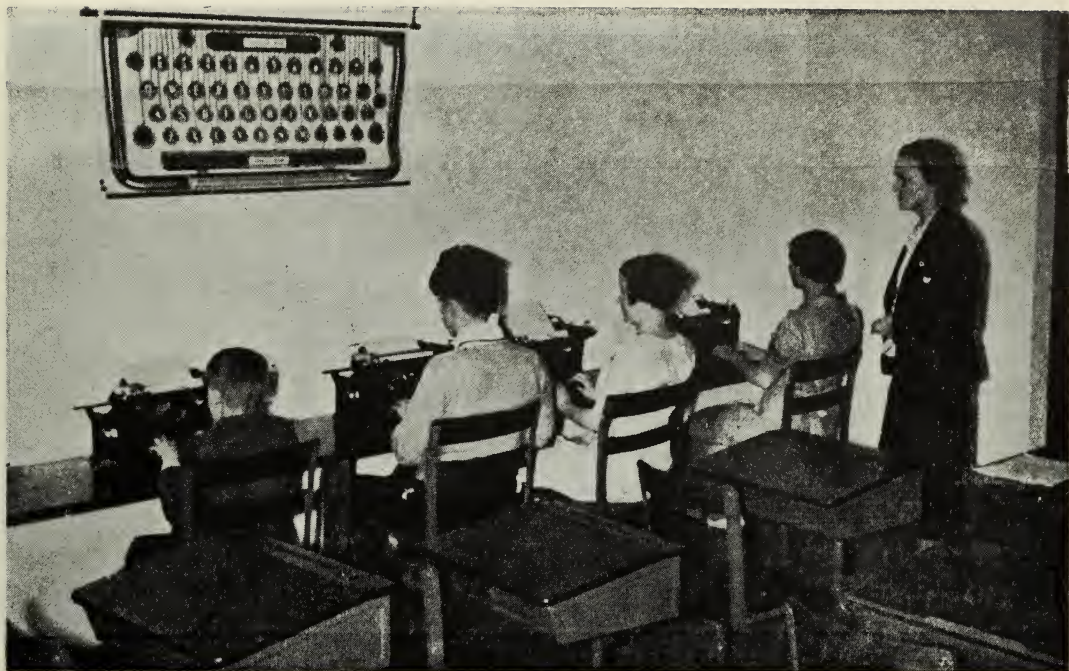
Deaf boys learning to become printers.

The Blind Child

IN a general way blindness follows the same pattern as deafness, as some are born blind and others become blind. Due to better medical care, the number of persons born blind has been materially reduced in the past several years. A few years ago the population of our blind department was 75 per cent totally blind and 25 per cent partially blind. At present the opposite is true, and the sight-saving department of our school has more students in proportion. Partial blindness ranges from light perception to lesser degrees of efficient which may be partially corrected by proper refraction. By far the greater number of blind persons become handicapped after they have completed their schooling. In other words, the ratio of blindness in the general population is heavily weighted in the upper age brackets. At age 15, 23 per cent of the general population have defective vision, but at age 60, 82 per cent have defective vision. Naturally, but a small per cent of those having less than normal vision require special education.



Blind students reading braille.



Learning to typewrite in spite of blindness.



Music for the dance.

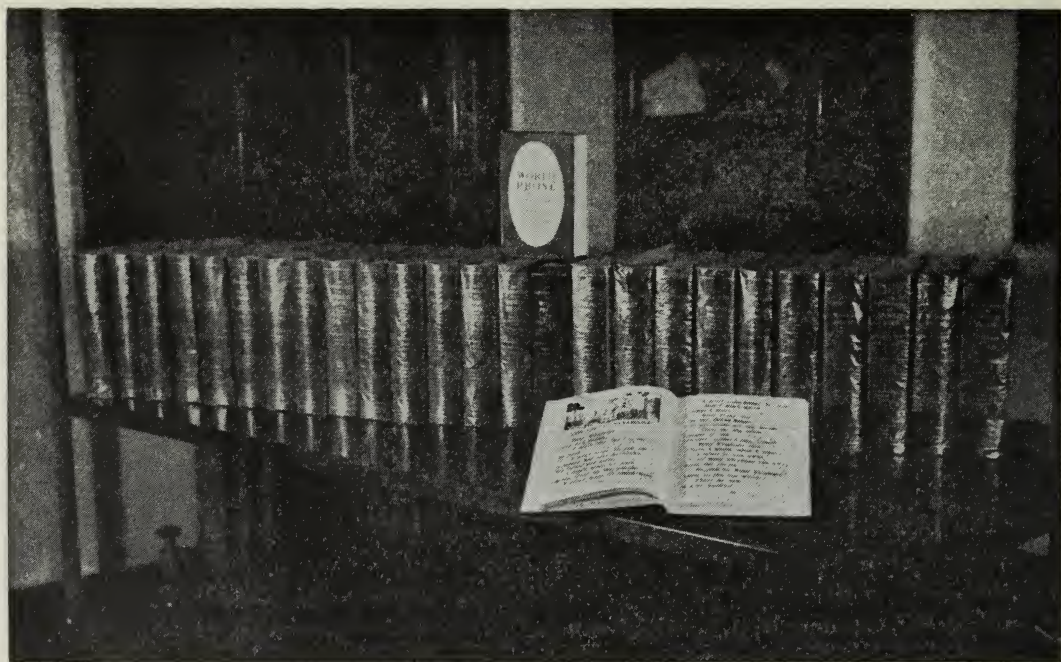
Special Teaching Equipment for the Blind

THE Braille slate and stylus is used for writing Braille. When the student has mastered the reading and writing of simple Braille, he is permitted to learn the use of the Braille writer, which is a machine similar to the typewriter. We also have several sight-saving typewriters equipped with large type, and all students are taught how to use the typewriters. Braille book are very expensive; one text book sometimes costing from \$50 to \$75 and occupying six feet of shelf space. There are several special sight-saving text books, which while not as expensive as Braille, are more costly than ordinary print books. Other special equipment includes Braille maps, models, and figures of many kinds.

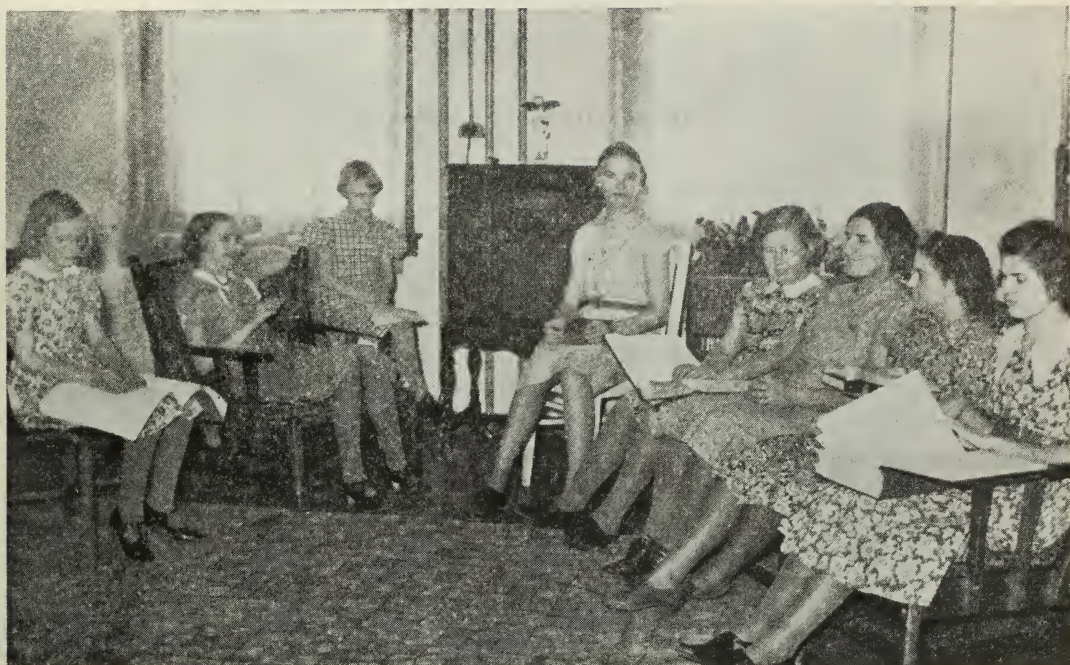
The "Talking Book" is a recent development which serves as a helpful teaching medium. This machine is similar to a phonograph in that disc records are used, each record taking eighteen minutes to play. On such records are transcribed text books, novels poetry, drama, and other literature. Thus a blind student may listen to the reading of his history lesson instead of having to read it laboriously by the Braille method.

The common impression that all blind persons are musically inclined and are artists is erroneous. The blind do enjoy music, and many of them become fine musicians. We have an orchestra and instruction is given in piano, violin and voice.

Current magazines such as "Time" and the "Reader's Digest" are available in Braille and are placed in the students' reading rooms.



Comparison of "Anthology of World Prose" in print (top) and Braille. Note sight-saving text book.



Blind girls enjoy radio, phonograph and talking book in their sitting room.



A social evening among the pupils

Vocational Training

IN both the deaf and blind departments the educational program is threefold.

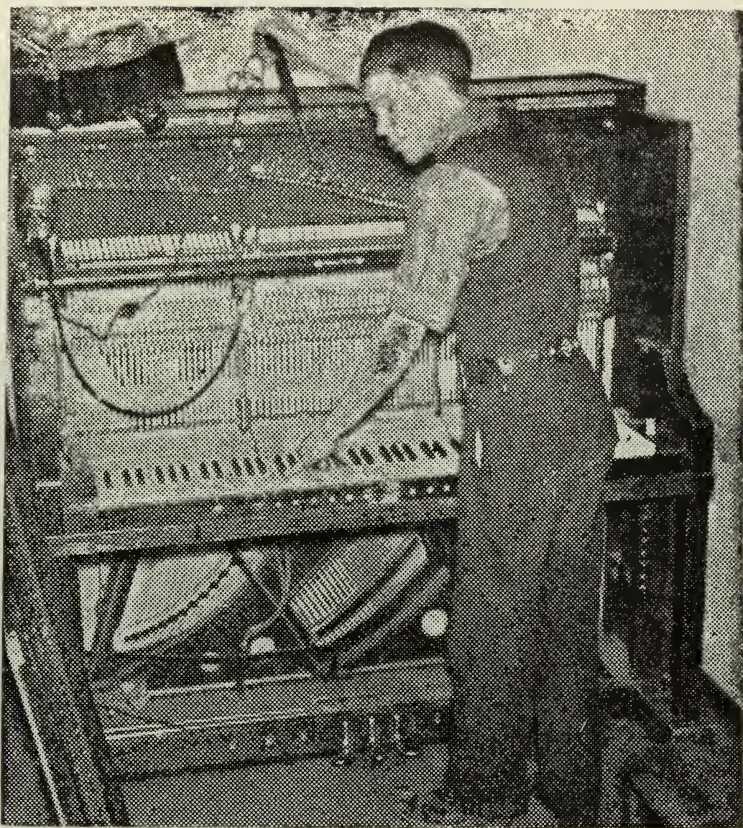
The first objective is to give the deaf child a knowledge of the fundamentals of lip reading and training in speech in order that he may communicate as normally as possible with other people. (For the blind a knowledge of the reading and writing of Braille overcomes his handicap to a certain extent.) The second educational objective is training in the regular school subjects which are offered in public schools; through the twelfth grade if possible, or at least as far as the student can progress, taking into consideration such factors as mental ability, age at entering school, and physical condition. The third phase of our educational program is vocational training.

As soon as he reaches the fourth grade or the age of twelve, each student receives instruction in some trade or handicraft. This is continued throughout the school life of the child, and upon graduation most students have acquired skills which will enable them to become at least partially self supporting by working with their hands.

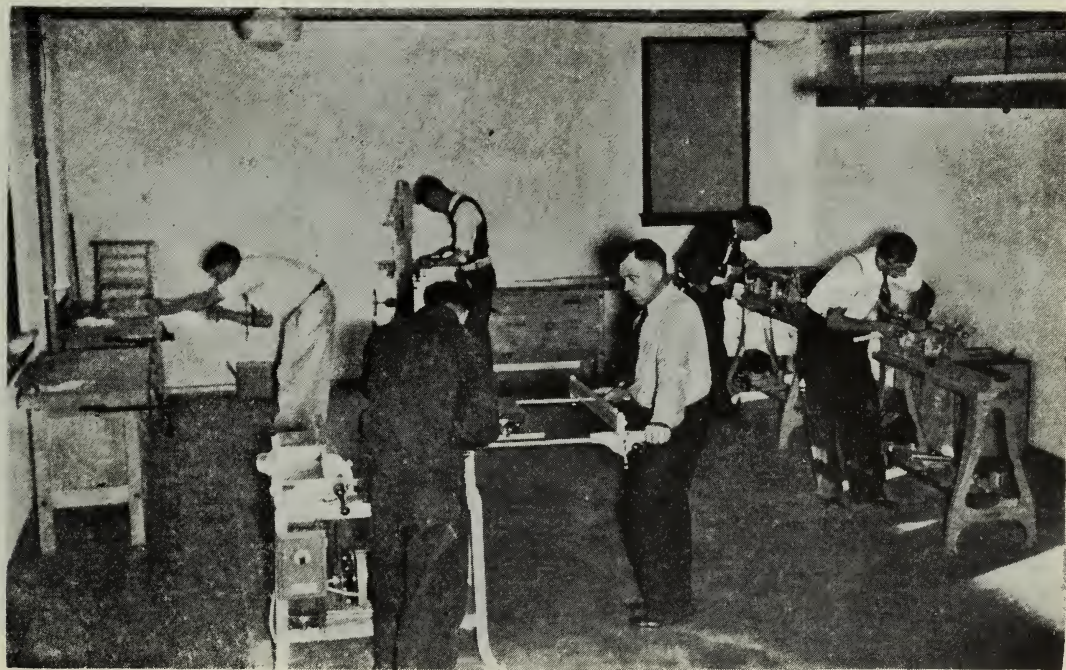
The number of trades offered in our school totals thirteen, and this by no means exhausts the possibilities. However, because of financial limitations, other trades cannot be offered at present. There is urgent need for placement services in connection with our school, as many graduates find it impossible to find employment because of their handicap. In many other states there are officers connected with the school whose duty it is to contact prospective employers and place as many of the school graduates as can be recommended. The officers of our school do this as far as possible but the placing of from fifteen to twenty graduates a year requires considerable work.

It is not to be assumed that the students who finish their training with us are skilled artisans or journeymen, and we are grateful for the cooperation of the Bureau of Vocational Rehabilitation for giving additional training to some of our graduates.

The trades and vocations offered in our school for the deaf are printing—including composition, linotype operating and press work; wood working—including carpentry, sloyd, and cabinet making; leather working—including shoe making, shoe repairing, and fancy leather work. The deaf girls are taught weaving—table runners, towels, and rugs of various descriptions; fancy work—mending, and dress making; Domestic science and typewriting. The blind boys receive instruction in piano tuning, basketry, rubber mat making, and reed work; while the girls learn cooking, fancy work, weaving, sewing, and typewriting.



A blind boy learns to tune pianos.



Woodworking is a good trade for the deaf.



Weaving and sewing vocational class for deaf girls.



Leather work and shoe repairing class of deaf boys.

Physical Care

WHILE the fundamental purpose of the school is to provide education, the physical well-being of the individual is of paramount importance. For this reason it is a policy of the institution to give careful attention to all phases of physical well-being. The matter of health may be discussed from several view points for it involves not only preventative measures, and the care and treatment of those who are ill, but proper diet, sufficient physical exercise, and careful regulation of health habits. Personal and institutional cleanliness are of paramount importance, and are given careful supervision. Also included in this category is the testing of hearing among the deaf, and periodical examinations of the eyes for those who have defective vision. Dental care and routine physical examinations are part of the school program.

The school has an audiometer which is used to measure residual hearing, and the results of tests show opportunities for use of amplification instruments.

Upon admission to school each child is given a careful physical examination and a personal health chart is made. On this chart is recorded the history of illnesses, accidents, and general physical conditions which includes height, weight, degree of hearing, and other pertinent information. As far as possible, recommendations of the physicians and dentists are followed, but lack of funds has made it impossible to take care of all the corrective and remediable indicated. For example, the school owns no dental equipment, but our present records show that there are more than a hundred cavities to be filled and some thirty other dental treatments required. For this no funds are available. In addition, some pupils require removal of tonsils or other operations which would benefit their general condition.

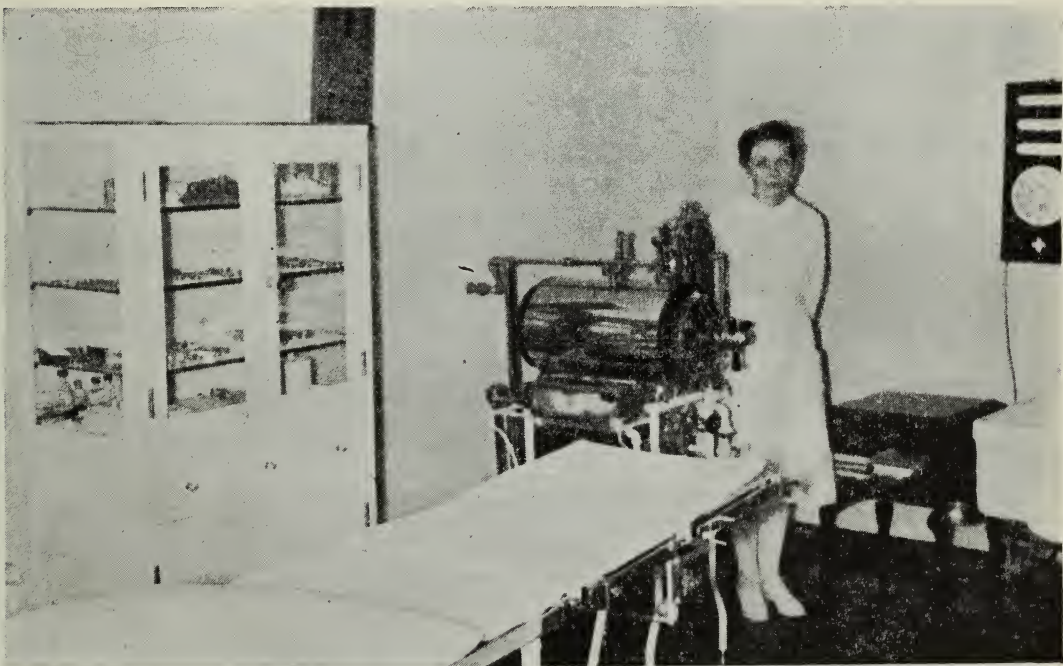


Average Weekly Menu

	BREAKFAST	DINNER	SUPPER
Sunday	Oranges Dry Cereal Coffee Cake - Butter Jelly Coffee - milk	Meat Loaf Gravy Mashed Potatoes Buttered Peas Bread - Butter Ice Cream - Milk	Vegetable Soup Boiled Rice Peanut Butter Bread - Butter Cake - Cocoa
Monday	Stewed Prunes Oatmeal Toast - Butter Jam Coffee - milk	Roast Beef Gravy Creamed Carrots Bread Potatoes Butterscotch Pudding	Frankfurters Potatoes Pickled Beets Bread - Butter Cookies - Milk
Tuesday	Stewed Apricots Dry Cereal Hot Cakes Butter - Syrup Coffee - milk	Fried Liver with Onions Mashed Potatoes Cole Slaw Bread - Butter Apple Pie Milk	Baked Corn Molded Veg. Salad Potatoes Bread - Butter Pickles Cake - Milk
Wednesday	Oranges Farina Bread - Butter Jam Coffee - Cocoa	Italian Spaghetti Buttered Beets Cinnamon Rolls Butter Milk	Scrambled Eggs Potatoes Stewed Tomatoes Bread - Butter Cake - Milk
Thursday	Stewed Peaches Oatmeal Toast - Butter Honey Coffee - milk	Swiss Steak Potatoes Creamed Turnips Bread - Butter Jello	Creamed Chipped Beef Baked Potatoes Green Beans Bread - Butter Milk
Friday	Apples Farina Muffins - Butter Jam Coffee - milk	Fried Halibut Mashed Potatoes Spinach Bread - Butter Cherry Pie	Sauce Salmon Loaf Potatoes Combination Salad Bread - Butter Milk - Apples
Saturday	Apple Sauce Cornmeal Mush Bread - Butter Jam Coffee - milk	Braised Beef with Vegetables Boiled Potatoes Bread - Pickles Tapioca Pudding Milk	Baked Beans Left-overs Bread - Butter Pickles Sauce - Graham Crackers

Daily Program

THE daily program of the older student at school begins at 6:30 in the morning when children are called by the supervisor. Breakfast is served at 7:30, after which each student performs his share of household duties such as making beds, sweeping dormitories, and helping in the kitchens and dining rooms. At 9:00 classes begin and continue until 11:30. Lunch is served at 11:45 and school continues until 4:00. The time from 4:00 to 5:30 is devoted to recreation, gymnasium activities, boy scouts, and reading. Supper is served at 5:45 and at 7:00 one hour study period is maintained, supervised by one of the teachers. At 8:00 the students have an hour during which additional gymnasium classes, clubs, and recreation opportunities. All students retire at 9:00 except on week-ends or other special occasions. There are no classes on Saturday and some of the children go home each week end, and others are free to engage in pleasures and recreation. On Sunday religious services and Sunday School occupies the morning hours and after a Chapel in the afternoon, all students go for a walk. The remainder of Sunday is open for general recreation.



View of hospital section showing equipment. Registered nurse always on duty.

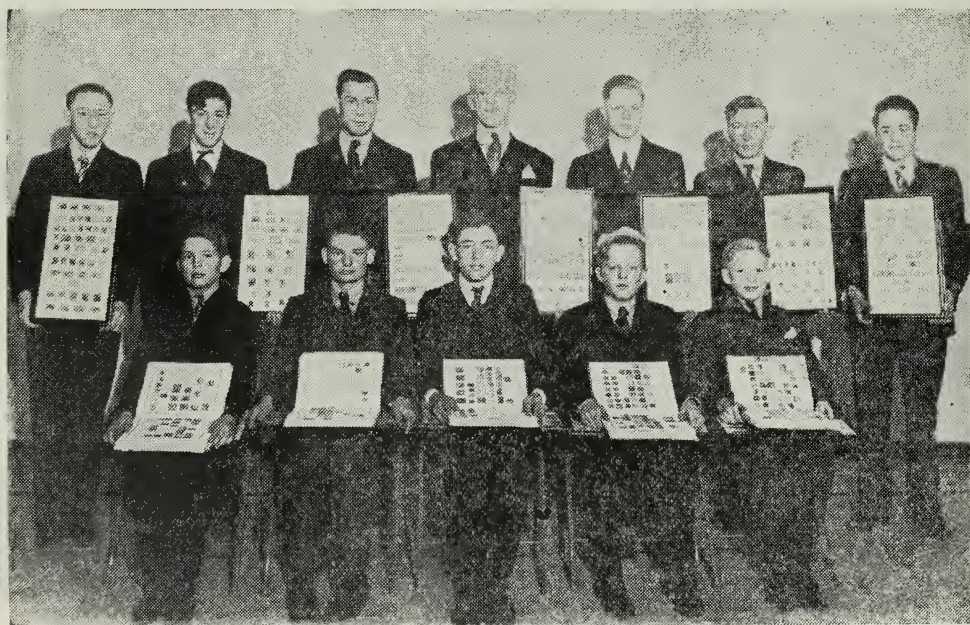
Entertainment and Recreation

IN RESIDENTIAL schools, entertainment and recreation must be provided.

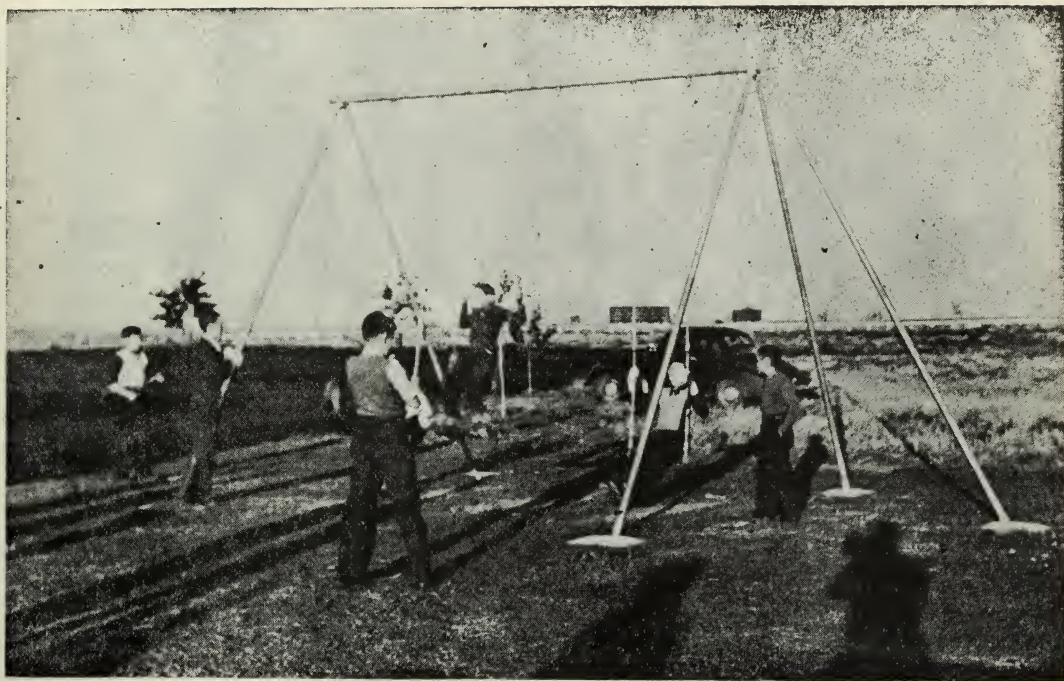
Our physical training includes two hours of gymnasium activity each week for each student, and nearly all of the leadership for this work has been provided by the Great Falls Board of Recreation. Other activities are boy and girl scout groups, cub packs, and the stamp group. All of these activities are carried on by means of volunteer service.

Student parties are held once a month and the school orchestra provides music for dancing for the older students. Pupils participate in programs on special occasions such as Thanksgiving, Christmas, Easter, and Labor Day. Moving pictures are shown to the children once a week, and on Sundays religious instruction is available for children of both Catholic and Protestant denomination, the teachers taking an active part in this work. Our school has basketball teams among the boys and girls, and these groups compete with similar teams in Great Falls and surrounding communities. A large playground with a baseball diamond, ice skating rink, and some playground apparatus is provided. Boys and girls are permitted to go to town, the smaller ones in the company of house mothers, and older and more responsible students are permitted to go in small groups without escort. The social life of the pupils is also enhanced by informal parties among the older students from time to time.

A large Braille library, as well as the library of print book for the deaf, provide ample reading material for students of all ages. Each sitting room or play room for the blind is equipped with piano, phonograph, and radio. Radios are also available for the hard-of-hearing students of the deaf department.



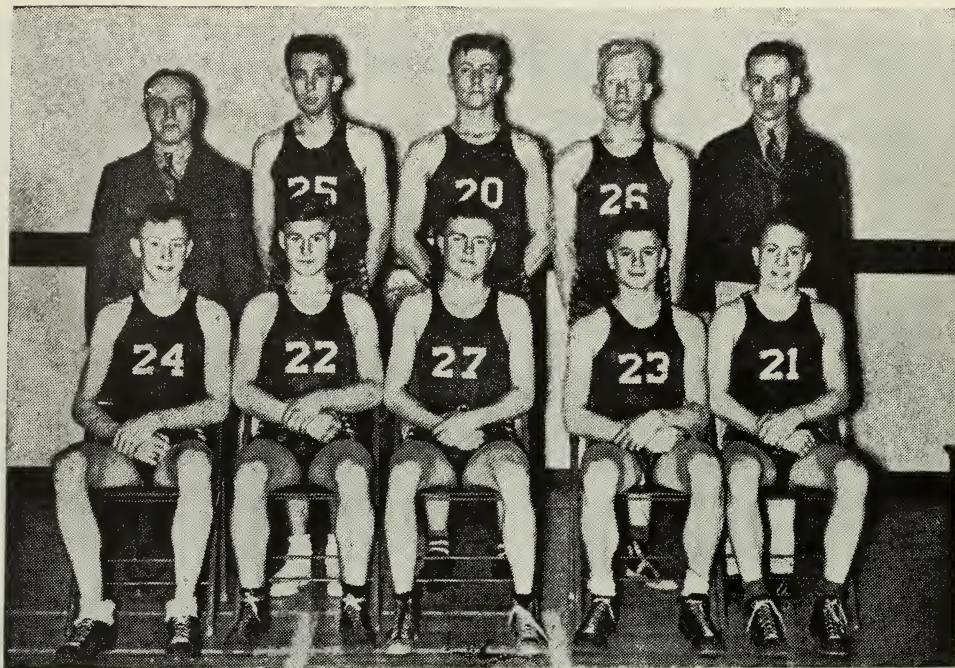
Deaf boys enjoy their stamp club



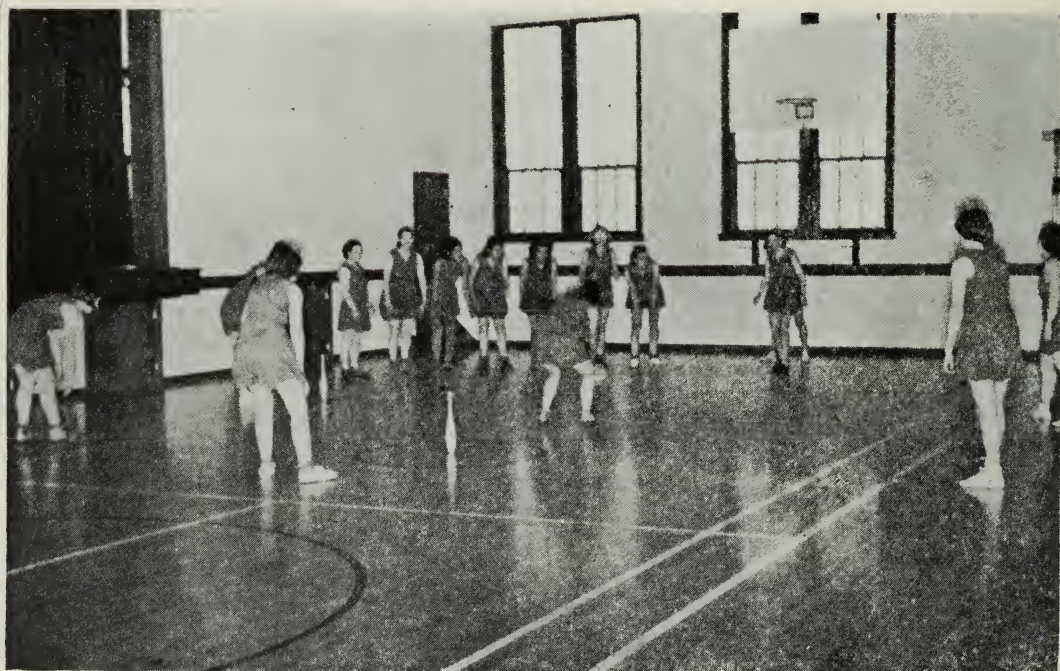
Scene of outdoor playground.



Blind boys enjoy the radio in their sitting room.



Boys' basketball team competes with Class B high school teams.



Girls benefit from recreational program in school gymnasium

School Population Between January 1 and October 15, 1940 By Counties

KEY: * Graduated June, 1940.
 § Admitted but not enrolled.
 † Enrolled September, 1940.
 ‡ Withdrawn temporarily for health recovery.
 ¶ Deceased.

County	Name	Age	Class.	Town
Beaverhead	*Gertrude Fleming	18	Blind	Lima
Big Horn	*Walter Chandler	20	Deaf	Lodge Grass
Big Horn	§Doris Thomas	15	Deaf	Crow Agency
Blaine	Pearl Doney	14	Deaf	Chinook
Broadwater				
Carbon	*Angeline Boggio	18	Deaf	Red Lodge
Carbon	Carmel Camarillo	12	Deaf	Joliet
Carbon	Norman Fuson	16	Deaf	Belfry
Carbon	Lester Medlock	11	Deaf	Bridger
Carter				
Cascade	George Anderson	17	Blind	Great Falls
Cascade	Joyce Dunn	11	Blind	Great Falls
Cascade	Phyllis Dunn	12	Blind	Great Falls
Cascade	Robert Davis	16	Deaf	Great Falls
Cascade	†Dorothy Dolack	16	Deaf	Belt
Cascade	†Colene Gould	6	Deaf	Monarch
Cascade	Ruth Hendrickson	10	Deaf	Belt
Cascade	Harold Johnson	14	Deaf	Great Falls
Cascade	Nadine Peck	13	Deaf	Great Falls
Cascade	James Ripplinger	10	Deaf	Great Falls
Cascade	Irvin Semingsen	12	Deaf	Great Falls
Cascade	James Trunkle	13	Deaf	Great Falls
Cascade	Reno Wolf	12	Deaf	Great Falls
Chouteau	*Michael Maloney	18	Blind	Fort Benton
Custer	Delores Boschee	13	Deaf	Miles City
Custer	Glenn Hendrickson	17	Deaf	Miles City
Custer	†Robert Tredway	5	Deaf	Miles City

SCHOOL POPULATION (Continued)

County	Name	Age	Class.	Town
Daniels	Ovida Carlson	13	Deaf	Flaxville
Daniels	†Leore Kanning	6	Deaf	Flaxville
Dawson	†Amelia Dalke	5	Deaf	Fallon
Deerlodge	Irene Clark	15	Deaf	Anaconda
Deerlodge	Theresa Connors	15	Deaf	Anaconda
Deerlodge	Bozo Kosanovich	16	Deaf	Anaconda
Deerlodge	Richard McCarthy	14	Deaf	Anaconda
Deerlodge	Lorna Peterson	14	Deaf	Anaconda
Deerlodge	Michael Ward	15	Deaf	Anaconda
Fallon				
Fergus	Clarence Brownlee	12	Blind	Hilger
Fergus	¶Forrest Grove	16	Deaf	Buffalo
Fergus	Frances Kombol	14	Deaf	Winifred
Fergus	†John Stephens	5	Deaf	Lewistown
Fergus	Mildred Vogl	14	Blind	Heath
Flathead	*Floyd McDowell	18	Blind	Kalispell
Gallatin	James Lane	14	Deaf	Willow Creek
Gallatin	*Victor Lyon	21	Deaf	Gallitan Gateway
Gallatin	Donald Nelson	13	Deaf	Bozeman
Garfield	Wayne Mart	14	Deaf	Jordan
Garfield	†Phillip Trumbo	8	Deaf	Jordan
Glacier				
Golden Valley	†Carol Corcoran	5	Deaf	Ryegate
Golden Valley	†Cecilia Schaff	5	Deaf	Ryegate
Granite	Laura May Phelps	16	Blind	Philipsburg
Hill	†Albert Christensen	13	Deaf	Havre
Hill	Milo Rae Curtin	15	Deaf	Havre
Hill	Joseph Schwan	16	Deaf	Goldstone
Jefferson	§Virginia Constans	10	Deaf	Cardwell
Jefferson	§Robert Heide	14	Blind	Boulder
Judith Basin	Victoria Herbold	14	Deaf	Benchland
Lake	Alan Barker	14	Deaf	St. Ignatius
Lake	Richard St. Germaine	14	Deaf	St. Ignatius
Lewis and Clark	Robert Guerre	17	Deaf	Helena

SCHOOL POPULATION (Continued)

County	Name	Age	Class.	Town
Lewis and Clark	Charles Hamlin	17	Deaf	Helena
Lewis and Clark	Richard Popovich	9	Deaf	Helena
Lewis and Clark	Bobby Werth	15	Deaf	Helena
Liberty	Ervin Bentz	9	Deaf	Circle
Lincoln				
McCone				
Madison	Newton Shular	12	Deaf	Twin Bridges
Madison	†Homer Thexton	6	Deaf	Ennis
Meagher				
Mineral				
Missoula	*Edith Johnson	18	Deaf	Missoula
Missoula	Robert Rummell	18	Deaf	Missoula
Musselshell				
Park	Claude Campbell	13	Deaf	Livingston
Park	James Campbell	12	Deaf	Livingston
Park	Robert Dunn	11	Deaf	Livingston
Park	Elmer Francisco	17	Deaf	Livingston
Park	Harley McAdams	12	Deaf	Livingston
Petroleum	Fred Stewart	13	Deaf	Winnett
Phillips	Evelyn Higdem	19	Deaf	Wagner
Phillips	†Delbert Johnson	11	Blind	Malta
Phillips	†Cecelia Johnson	15	Deaf	Malta
Phillips	Mercedes Mayberry	14	Deaf	Malta
Phillips	†James Palmer	6	Deaf	Landusky
Pondera	Doris Agee	10	Deaf	Conrad
Pondera	Cynthia Red Fox	20	Deaf	Heart Butte
Pondera	†Dale Sheldon	7	Blind	Conrad
Powder River	*Nora Caudill	19	Deaf	Broadus
Powell	Norman Cutler	14	Deaf	Deer Lodge
Prairie				
Ravalli	Etta Rhea Cabbage	9	Deaf	Stevensville
Ravalli	John Cabbage	12	Deaf	Stevensville
Ravalli	Eugene McHatton	15	Blind	Victor
Ravalli	Julianne Nichols	18	Blind	Stevensville

SCHOOL POPULATION (Continued)

County	Name	Age	Class.	Town
Richland	†Lorraine Dschaak	16	Deaf	Fairview
Richland	†Dale Edeburn	16	Blind	Mona
Richland	*Marjorie Howard	18	Blind	Sidney
Richland	Lelia Jensen	15	Blind	Sidney
Richland	Hazel Ramus	15	Deaf	Sidney
Richland	Willard Zeober	9	Deaf	Fairview
Roosevelt	*Robert Barrett	18	Blind	Poplar
Roosevelt	†Grace Nordwick	8	Deaf	Poplar
Roosevelt	†Marie Unger	15	Deaf	Poplar
Rosebud				
Sanders	John Hagerman	14	Deaf	Thompson Falls
Sanders	†Duard Sisson	15	Deaf	Plains
Sheridan	†John Gunderson	14	Blind	Outlook
Sheridan	†Beverley Hippe	6	Deaf	Medicine Lake
Sheridan	Vernon Hippe	14	Deaf	Medicine Lake
Sheridan	†Darrel Robinson	14	Deaf	Plentywood
Sheridan	†Delores Robinson	12	Deaf	Plentywood
Silver Bow	*Thomas Barry	19	Deaf	Butte
Silver Bow	Stuart Bart	13	Deaf	Butte
Silver Bow	Mertis Buhl	10	Blind	Butte
Silver Bow	Orville Buhl	11	Blind	Butte
Silver Bow	Florence Driscoll	17	Deaf	Butte
Silver Bow	John Fitzwilliams	15	Deaf	Butte
Silver Bow	†Charlotte Junior	6	Deaf	Butte
Silver Bow	*William Kopach	18	Blind	Butte
Silver Bow	Edwin Lappin	16	Deaf	Butte
Silver Bow	Mary Lewis	15	Deaf	Butte
Silver Bow	Eugene Malley	13	Deaf	Butte
Silver Bow	Adele Mudro	17	Deaf	Butte
Silver Bow	†Mary Petlin	15	Blind	Butte
Stillwater				
Sweet Grass	John Farthing	17	Deaf	Gibson
Teton	Fern Coffman	15	Deaf	Fairfield
Teton	†Herbert Dormady	6	Deaf	Fairfield
Teton	Lois Eby	14	Deaf	Fairfield
Teton	Eddie Godley	12	Deaf	Power
Teton	Clifford Hansen	15	Blind	Bynum

SCHOOL POPULATION (Continued)

County	Name	Age	Class.	Town
Teton	James Kuehn	15	Deaf	Fairfield
Teton	Evan Rempel	13	Blind	Dutton
Toole	Milton Miller	11	Deaf	Shelby
Toole	Gwynne Watkins	9	Blind	Sweet Grass
Toole	Wallace Watkins	11	Blind	Sweet Grass
Treasure				
Valley	†Teddy Cunningham	5	Deaf	Hinsdale
Valley	§Emily Jensen	5	Deaf	Genevieve
Valley	†Lorraine Leistiko	5	Deaf	Nashua
Wheatland				
Wibaux				
Yellowstone	Billie Baca	8	Blind	Billings
Yellowstone	*Maryan Barrett	19	Blind	Billings
Yellowstone	Bobby Breshears	10	Deaf	Billings
Yellowstone	Alfred Bury	15	Deaf	Billings
Yellowstone	John Hetland	16	Deaf	Billings
Yellowstone	Vivian Miller	13	Deaf	Billings
Yellowstone	Helen Nash	17	Deaf	Billings
Yellowstone	†Ingeborg Nerhus	6	Deaf	Billings
Yellowstone	†Gerald Warner	6	Deaf	Billings

Summary

Key	Blind	Deaf	Totals
* Graduated June, 1940.	7	6	13
† Enrolled September, 1940.	3	24	27
§ Admitted but not enrolled.	1	5	6
‡ Withdrawn temporarily for health recovery.	2	0	2
¶ Deceased.	0	1	1
Constant Enrollment.	17	71	88
	30	107	137

Pupils in school October 15, 1940

20

95

115

"Braille" — What Is It?

THE Term "Braille" began to gain prominence in Europe in 1854. Strangely enough, despite its superiority over all other systems then experimentally used, it took officials in work for the blind twenty-five years to recognize this superiority, after Louis Braille designed the system in 1829.

Its founder never lived to see the fruition of his hope—the adoption of the Braille system by his own government. Louis Braille passed away in 1852. France adopted the system in 1854.

But it required only six years after France's adoption of the system for a "show-me" Missourian to recognize the merits of Braille's design whereby the blind could read and write. This Missourian was Dr. Simon Pollock, trustee of the Missouri School for the blind who persuaded that school to adopt the system in 1860, slightly modified from the code form used in Europe.

In spite of the fact that the Braille system has now been used in America in one form or another for many years, the public generally is unfamiliar with it and its correct pronunciation. This was conspicuously so twenty-one years ago when the word "Braille" was given prominence in the title "Braille Institute of America, Inc."

Since then much progress has been made in making the world better understood. But still there is room for improvement. Quite often yet, visitors to the Braille Institute, when greeting its managing director, address him as "Mr. Braille." Usually they pronounce the word as though it were spelled "Brailley."

Louis Braille, founder of the system bearing his name, was born near Paris, France. In French, the pronunciation is "bry-yeh." But the correct Angilcized pronunciation as officially used in America and all English-speaking nations is the same as if the word were spelled "Brail," with a macron over the a. Originally, it was the name of a man; now it is commonly known and used as the name of a system of printing read by the blind, formed from all the possible combinations of six dots resembling the domino six.—Selected.



Braille Alphabet

ALPHABET	a	b	c	d	e	f	g	h	i	j
NUMERALS	1	2	3	4	5	6	7	8	9	0
WHOLE-WORD	a	but	can	do	every	from	go	have		just
Line 1										
ALPHABET	k	l	m	n	o	p	q	r	s	t
WHOLE-WORD	knowledge	like	more	not		people	quite	rather	so	that
Line 2										
ALPHABET	u	v	x	y	z	ç	é	à	è	ù
WHOLE-WORD	us	very	it	you	as	and	for	of	the	with
PART-WORD						and	for	of	the	with
Line 3										
w, etc.	ê	ê	î	ô	â	ë	ï	ü	ö æ	w
WHOLE-WORD			shall	this	which			out		will
PART-WORD		gh	sh	th	wh	ed	er	ou	ow	
Line 4										
WHOLE-WORD					en			in		
PART-WORD								in		
PUNCTUATION	,	:	:	.		!	()	" }		"
Line 5										
	fraction line		numeral sign							
PART-WORD			ing			ar				
HYPHEN, ETC.	ì	ò				ä æ	’	—		
Line 6										
	accent		italic sign		letter sign		capital sign			
Line 7										
COMPOUND SIGNS	—	=	*	‘	’	[]			

The Sign Language

WHILE ALL CLASSES in the Department for the Deaf are conducted by means of lip reading and speech in order to develop in pupils the ability to communicate orally, no restriction is made on the use of the sign language outside of classes. In certain conditions, pupils who have difficulty learning to speak and read lips are instructed by means of finger spelling and writing, but every child has an opportunity for speech and lip reading.

The sign language is composed of both natural and conventional (invented) signs. Each motion or position indicates a thought or an idea. It is a non-grammatical language of ideas. For example "How are you" may be expressed by two motions—"How" and "you" with the verb implied.

Finger spelling is used to supplement signs and give grammatical form to ideas. Proper names, technical words and verb forms are frequently conveyed by means of the one hand American manual alphabet. Each letter may be spelled out or "written in the air" and grammatical constructions may be followed exactly.

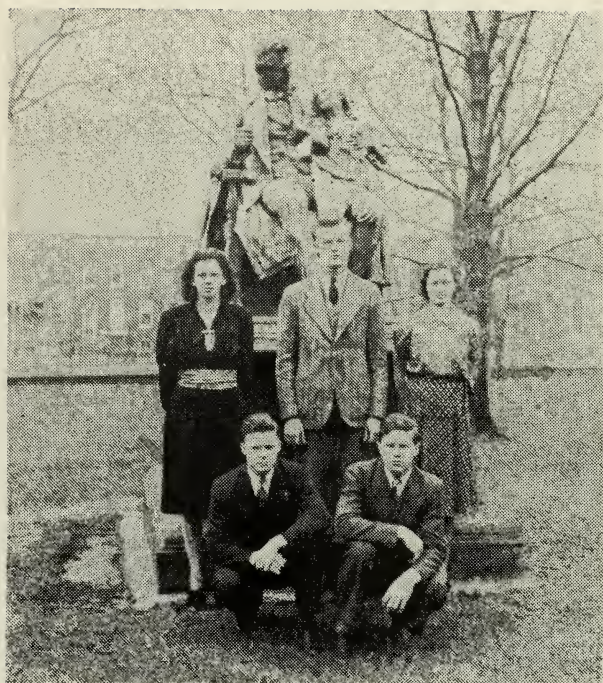
Chapel programs, social gatherings and religious meetings are usually conducted in the sign language, and all interpreting is provided by staff members. Signs are a beautiful language of motion, and hymns and poetry are recited by the deaf in signs in a rhythmic motion which compares to vocal singing.

The learning of signs does not detract from one's ability to learn lip reading or speech any more than knowledge of typewriting detracts from one's ability to write longhand.



Manual Alphabet





Recent deaf graduates now attending Gallaudet College, Washington, D. C.



President's office showing furniture made by older deaf boys.

Chapter 129 – Revised Codes of Montana 1935

MONTANA SCHOOL FOR THE DEAF AND BLIND

- Section 1456. Name of school.
 1457. Change of name not to work forfeiture of grants.
 1458. Objects of school.
 1459. Supervision and control.
 1460. Exemption of employees of school.
 1461. Regulations concerning admissions to school.
 1462. Admission of non-residents.
 1463. Provisions for pauper inmates.
 1465. School district clerks to report pupils eligible.
 1466. Education of deaf and blind compulsory.
 1467. Same—penalty.
 1468. Duty of school district clerk.
 1469. Expenditure of funds.
 1470. Powers of state board of education.
 1471. Term of school.
 1472. Lands set apart for school.
 1473. Deaf and dumb fund.

1456. NAME OF SCHOOL. That the educational institution of the state of Montana located at Boulder, Montana, now named and known as the "Montana Deaf and Dumb Asylum," shall no longer be known as the Montana deaf and dumb asylum, but shall hereafter be known as the "Montana School for the Deaf and Blind," and shall be named, designated, and known as the "Montana School for the Deaf and Blind."

1457. CHANGE OF NAME NOT TO WORK FORFEITURE OF GRANTS. The change of name herein provided for shall not be construed to impair or work a forfeiture or alteration of any rights, grants or purposes of said institution, and all laws of a special and general nature now affecting or applying to the Montana deaf and dumb asylum shall hereafter apply with equal force and effect to said Montana school for the deaf and blind.

1458. OBJECTS OF SCHOOL. The object of said school shall be to teach the English language to all the deaf and dumb children of the state, and to furnish all children who are debarred from the public schools by reason of deafness, dumbness, blindness or feeble-mindedness, with at least an ordinary public school education in all customary branches, and to train them into mastery of such trades as shall enable them to become independent and self-sustaining citizens. Increased facilities shall be furnished from time to time for the more thorough and successful training of those who may show a special aptness for acquiring said trades. This provision shall apply to the female as well as the male department of said school. For the sake of economy and to the end that aforesaid trades shall be practically taught to the pupils, it shall be the duty of the state board of education to see that all the work necessary to be done for the school, such as carpentering, printing, baking, sewing, and the like, shall, as soon as possible, be done by the pupils themselves, under the supervision of competent foremen or teachers, permanently or temporarily employed for that purpose.

1459. SUPERVISION AND CONTROL. The general supervision and control of the Montana school for the deaf and blind is vested in the state board of education and a local executive board.

1460. EXEMPTION OF EMPLOYEES OF SCHOOL. All persons employed in the school, while so employed shall be exempt from serving on juries or working on roads and highways, but not from paying road tax or property tax; and the certificate of the superintendent, under the official seal of the school, shall be sufficient evidence of such employment.

1461. REGULATIONS CONCERNING ADMISSION TO SCHOOL. The state board of education, according to such rules and regulations as they may prescribe, on application shall admit into the school all deaf, dumb, blind and feeble-minded residing in the state of Montana, between the ages of six and twenty-one years, who are not unsound of mind or dangerously diseased in body, or of confined immorality or incapacitated for useful

instruction by reason of physical disability. All pupils of said school shall be entitled to ten years of attendance at said school, and upon special petition to the board by any pupil who has completed the course of ten years, which petition is approved by the superintendent, said pupil shall be allowed two additional years in the school; provided, that said grant of two additional years shall be conditioned upon the previous record of the petitioner as a pupil and as a moral character in the school, which record shall be considered by the board, who shall then judge as to the justice and utility of granting any extension of time to said petitioner; and provided further, that nothing in this section shall be so construed as to prevent suspension or expulsion of any pupil for insubordination or other good and sufficient cause.

1462. ADMISSION OF NON-RESIDENTS. Deaf and blind persons, not resident in the state of Montana, may be admitted to the privileges and advantages of the school, subject to all the personal qualifications prescribed in the preceding section, and not until the payment in advance of a sum of money, the amount of which shall be determined by careful estimate of the whole per capita cost of maintaining said school during the year preceding the date of application by said non-resident persons; provided, that no non-resident deaf or blind person shall be admitted to the exclusion or detriment of any resident deaf or blind person.

1463. PROVISIONS FOR PAUPER INMATES. In all cases where a person to be sent to said school is too poor to pay for necessary clothing and transportation, the judge of the district court of the district where such person resides, upon application of any relative or friend, or of any officer of the county where said person resides, shall, if he deem the person a proper subject, make an order to that effect, which shall be certified by the clerk of the court to the superintendent of said school, who then provide the necessary clothing and transportation at the expense of the county, and upon his rendering his proper accounts therefor quarter-annually the county commissioners shall allow and pay the same out of the county treasury.

1465. SCHOOL DISTRICT CLERKS TO REPORT PUPILS ELIGIBLE. The school district clerks of each county in this state shall annually report to the county superintendent of schools, on or before the twentieth day of September, the names, ages, and postoffice addresses, and the names of parents and guardians, of every deaf or blind or feeble-minded person, between the ages of five and twenty-one years, residing in said school districts, including all who are too deaf or too blind to obtain an education in the public schools; and any district clerk failing to furnish such list within the time specified herein shall be guilty of a misdemeanor, and shall be liable to a fine of not less than five, nor more than twenty-five dollars for each offense. The county superintendent of schools shall, on or before the first day of October of each year, send a complete list of the names, ages, and addresses of all such persons in his county to the superintendent of the school for the deaf and blind at Boulder, Montana.

1466. EDUCATION OF DEAF AND BLIND COMPULSORY. Every parent, guardian, or person having control or custody of any child or children, who is or are too deaf or too blind to be educated in the public schools, shall be required, under the penalties hereafter specified, to send such child or children, who are of lawful school age, to said institution for the deaf and blind for six months of each school year for the period of eight years, unless such child or children be taught in a private school, at home, or in a similar institution, or unless such child or children be excused by the authorities on account of his or their physical or mental disability; provided, that such child or children shall be required to attend such private school or institution, as hereinbefore provided, not less than six months of each year for eight years, or until he or they have arrived at the limit of the lawful school age.

1467. SAME—PENALTY. Any parent, guardian, or other person, having control, charge, or custody of any deaf or blind child or children failing to comply with the provisions of this act, shall be liable to a fine of not less than five dollars nor more than twenty-five dollars nor more than fifty dollars for each subsequent offense, besides the cost of prosecution.

1468. DUTY OF SCHOOL DISTRICT CLERK. It shall be the duty of the clerk of the school district to make diligent efforts to see that this law is enforced in their respective districts.

1469. EXPENDITURE OF FUNDS. No moneys belonging to the deaf and dumb fund created by section 1472-1473 of this code, shall be otherwise expended than for the deaf

and dumb department alone of this school; and no moneys belonging to any fund which may be hereafter created especially for the blind or the feeble-minded department of this school shall be otherwise expended than for such department alone, as is expressly designated in the act or acts creating said fund or funds.

1470. **POWERS OF STATE BOARD OF EDUCATION.** The state board of education shall have power to receive, hold, manage, and dispose of any and all real and personal property made over to them by purchase, gift, devise, bequest or otherwise, the proceeds and interests thereof to be for the use and benefit of the school.

1471. **TERM OF SCHOOL.** The regular term of school shall begin on the second Wednesday of September in each year, and close on the second Wednesday of June following.

1472. **LANDS SET APART FOR SCHOOL.** The lands heretofore granted by the government of the United States to the state of Montana, for the use and benefit of the deaf and dumb, are hereby set apart and declared to be for the use in perpetuity of said school, and all funds arising from the sale or leasing of said lands, or any part or portion thereof, shall be sacredly applied to the proper use and benefit thereof, and all donations, gifts, devise, or grants, which shall hereafter be made by any person or corporation to said school, shall rest in the state of Montana for the use and benefit thereof.

1473. **DEAF AND DUMB FUND.** There is hereby created a fund to be known as the "Deaf and Dumb Fund," in which all moneys for the use of said school shall be kept by the state treasurer.

CHAPTER 43 SESSION LAWS 1937

An Act Providing for the Establishing and Operation of a School for the Deaf and Blind in the New Building Erected for That Purpose at Great Falls, Montana.

And Providing for the Discontinuance of the Present School for the Deaf and Blind, and Providing Additional Housing and Educational Facilities for Montana Institution at Boulder, Montana.

Be it enacted by the Legislative Assembly of the State of Montana:

School for deaf and blind transferred to Great Falls	Section 1. That the state board of education is hereby instructed on or before the second Wednesday in September, 1938, to transfer the school for the deaf and blind, now being constructed at Boulder, Montana, to the new building erected for that purpose at Great Falls, Montana, and to provide the necessary staff for its operation and the required furnishings and equipment.
Equipment to be moved	The equipment in the printing shop and such other equipment in the institution at Boulder, used exclusively for instructional purposes for the deaf and blind shall be transferred to Great Falls, Montana, and installed in the new school for the deaf and blind hereby created.
New School at Great Falls a separate unit.	Section 2. The new school for the deaf and blind at Great Falls, Montana, shall be known as the "Montana State School for the Deaf and Blind," and shall be conducted as a separate unit, under the direction of the state board of education, with a local executive board to be appointed by the governor.
Under control of board of education.	Section 3. The state board of education shall prescribe rules, regulations and methods, governing the school, and the qualifications for admittance of students in conformity with present laws relating to the same and the qualifications of the superintendent and teaching staff.

OVERCOMING OBSTACLES

New name for
institution at
Boulder

Section 4. The present institution at Boulder shall be known henceforth as "Montana State Training School," shall be conducted and operated under the direction of the state board of education, with a local executive board in conformity with the present laws relative to the same, and the buildings at this institution vacated by the school for the deaf and blind shall be used for additional housing and educational facilities of Montana State Training School.

Local executive
board.

Repealing
clause.

Section 5. All acts or parts of acts in conflict herewith are hereby repealed.

Section 6. This act shall be in full force and effect from and after its passage and approval.

Approved February 23, 1937.



"The young are fortunate, for they will see great things. For us older ones, parents and teachers, it only remains to make straight their way."

—Will Durant.

Montana. School for the deaf
and blind
Overcoming obstacles

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cop.3

